



Science K–10 (incorporating Science and Technology K–6)

Syllabus Outcomes and Content Mapping Grids

Early Stage 1

The templates for mapping syllabus outcomes and content have been provided to assist teachers in evaluating existing and planning new teaching–learning programs for the *Science K–10 (incorporating Science and Technology K–6) Syllabus (2012)*

Outcomes Mapping Grid – Early Stage 1

Outcome		A student:	Kindergarten			
			Unit			
			1	2	3	4
Values and attitudes	STe-1VA	shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities				
	STe-2VA	demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures				
	STe-3VA	develops informed attitudes about the current and future use and influence of science and technology based on reason				
Skills	STe-4WS	explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas				
	STe-5WT	uses a simple design process to produce solutions with identified purposes				
Knowledge and understanding	STe-6NE	identifies that the way objects move depends on a variety of factors				
	STe-7NE	observes, using their senses, how daily and seasonal changes in the environment affect them and other living things				
	STe-8NE	identifies the basic needs of living things				
	STe-9ME	identifies that objects are made of materials that have observable properties				
	STe-10ME	recognises how familiar products, places and spaces are made to suit their purpose				

Content Mapping Grid – Early Stage 1

Working Scientifically and Working Technologically		Kindergarten				
		Unit				
		1	2	3	4	
A student explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas STe-4WS						
Content	<i>Students question and predict by:</i>					
	<ul style="list-style-type: none"> responding to questions about familiar objects and events they are curious about in the natural and made environments (ACSIS014) making predictions resulting from their questions ✨ 					
	<i>Students plan and conduct investigations by:</i>					
	<ul style="list-style-type: none"> sharing what they already know and how they could find out more about their questions relating to the natural and made environments exploring and making observations by using their senses to gather information about objects and events in their immediate surroundings (ACSIS011, ACSHE013) ✨ manipulating objects and materials through purposeful play 					
	<i>Students process and analyse data and information by:</i>					
	<ul style="list-style-type: none"> organising objects or images of objects to display data and/or information engaging in discussions about observations and using drawings to represent ideas (ACSIS233) ✨ 					
	<i>Students communicate by:</i>					
	<ul style="list-style-type: none"> using a range of methods to share observations and ideas, such as drawing, informal and guided discussion, role-play, contributing to joint construction of short texts and/or using digital technologies (ACSIS012) 🖨️ 📱 working in groups to reflect on what they found interesting, liked or disliked about what they did, what was or was not expected and what they would do differently ✨ 👥 					
	A student uses a simple design process to produce solutions with identified purposes STe-5WT					
	Content	<i>Students explore and define a task by:</i>				
<ul style="list-style-type: none"> identifying the purpose and use of existing products, places and spaces describing their likes and dislikes of existing products, places and spaces discussing the purpose and main features of what they need to produce and suggesting the materials they could use 						
<i>Students develop ideas and produce solutions by:</i>						
<ul style="list-style-type: none"> using play and imagination to explore possibilities of products, places and spaces following a series of steps to draw or model ideas or construct solutions safely using common classroom equipment, resources and techniques to shape and join familiar materials 						
<i>Students evaluate by:</i>						
<ul style="list-style-type: none"> recounting the steps taken to reach a final solution 📖 discussing their likes and dislikes in relation to what they have produced 👥 reflecting on what they did and the usefulness of the final solution 						

Content Mapping Grid – Early Stage 1

Natural Environment		Kindergarten			
		Unit			
		1	2	3	4
A student: <ul style="list-style-type: none"> identifies that the way objects move depends on a variety of factors STe-6NE observes, using their senses, how daily and seasonal changes in the environment affect them and other living things STe-7NE identifies the basic needs of living things STe-8NE 					
Content	<i>The way objects move depends on a variety of factors, including their size and shape. (ACSSU005)</i>				
	Students:				
	<ul style="list-style-type: none"> observe the way a variety of familiar objects move, eg sliding, rolling, spinning and bouncing on the ground 				
	<ul style="list-style-type: none"> identify that the way an object moves depends on its size and shape, eg tennis balls and blocks 				
	<i>Daily and seasonal changes in our environment, including the weather, affect everyday life. (ACSSU004)</i>				
	Students:				
	<ul style="list-style-type: none"> describe how people respond to familiar changes in their environment, eg day and night and seasonal changes 				
	<ul style="list-style-type: none"> identify how plants and animals respond to changes in the environment, eg trees losing their leaves and the thickness of animals' fur ❄️ 				
	<i>Living things have basic needs, including food and water. (ACSSU002)</i>				
	Students:				
<ul style="list-style-type: none"> describe what plants and animals, including humans, need to stay alive and healthy, eg food, water and air 					
<ul style="list-style-type: none"> identify the needs of a variety of living things in a range of situations, eg pets at home, plants in the garden or plants and animals in bushland and/or on farms 					

Content Mapping Grid – Early Stage 1

Made Environment		Kindergarten			
		Unit			
		1	2	3	4
A student: <ul style="list-style-type: none"> identifies that objects are made of materials that have observable properties STe-9ME recognises how familiar products, places and spaces are made to suit their purpose STe-10ME 					
Content	<i>Objects are made of materials that have observable properties. (ACSSU003)</i>				
	Students:				
	<ul style="list-style-type: none"> observe, using their senses, a range of materials used to make specific objects, products, places and spaces 				
	<ul style="list-style-type: none"> group a range of materials on the basis of observable properties, eg flexibility, texture, strength and colour 				
	<i>Products, places and spaces in the immediate environment are made to suit their purpose.</i>				
	Students:				
	<ul style="list-style-type: none"> explore a range of existing products, places and spaces, and discuss their likes and dislikes 🧰 				
	<ul style="list-style-type: none"> identify a variety of materials that are used in a range of existing familiar products, places and spaces 				
	<ul style="list-style-type: none"> communicate their ideas about how familiar products, places and spaces work and have features that help them to be useful, eg shoulder straps, zippers and compartments in a school bag 🎒 				
	<ul style="list-style-type: none"> sketch or model ideas for a product, place or space and recount how their ideas suit their purpose 🧰 👤 				